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ABSTRACT

This resource packet describes programs that employ one of 13 different school strategies that support and assist students at risk of failing to complete school. A brief introductory section notes that approximately 25% of all students who enter elementary school will drop out of school before graduation. It reviews characteristics of dropouts, reasons for dropping out, and ways that teachers and school administrators can help these students stay in school. The remainder of the document describes 41 programs that schools, teachers, and community agencies can use as models in tailoring a program for their particular school community. The 41 programs are classified according to the strategies used: (1) academic support; (2) case management; (3) family crisis programs; (4) alternatives to suspension; (5) peer programs; (6) programs for non-English speaking students; (7) curriculum enhancers; (8) counseling; (9) teacher training; (10) health programs; (11) alternative schools/programs; (12) collaboratives; and (13) school mediation. Following a complete list of programs, the major features of each program are presented and contact information provided. The final section of the packet contains a list of selected resources and programs on alternatives in schooling. (NB)

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SUPPORT SERVICES FOR AT-RISK YOUTH

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1989

Edited by Leslie F. Hergert

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SUPPORT SERVICES FOR AT-RISK YOUTH

This resource packet describes programs that employ one of thirteen different school strategies that support and assist students at risk of failing to complete school. Following a brief introduction, the major features of each program are presented and contact information provided. A complete list of programs precedes the descriptions. The final section of this packet contains a list of selected resources and programs on alternatives in schooling.

INTRODUCTION

A large proportion of our youth, approximately 25 percent of all students who enter elementary schools, will drop out before graduating. Many people see this as a great threat to the schools' mission of helping youth attain the citizenship skills necessary to function well in families and communities and as self-directed individuals. The alarming number of future citizens who are not "succeeding" within the framework of our traditional school setting has forced some schools to redefine and expand their role to address problems that customarily have been relegated to the home and larger community. Schools are increasingly becoming the arena where societal problems and learning coincide.

Students who drop out generally have many problems in addition to poor academic performance. A large number of disaffected students come from low income communities where the rate of teenage pregnancy, the need to work, and poor living conditions, with its effect on health, all have a direct impact on school performance. In addition to problems related to dysfunctional family situations and economics, many urban schools are confronted with the challenge of educating and socializing an increasing number of students who, in addition to being poor, speak another language and respond to culturally different modes of socializing.

We all agree that there are many factors in the lives of students that schools have little or no control over, but there are many things classroom teachers and administrators can do to change the climate of the school to better serve this population. While the primary role of the school is to educate, many schools have found ways to support students in addressing issues that interfere with their school success.

Students who stay in school and feel good about it do so because school is a place where their self-esteem is enhanced, their physical needs are met, and their intellect is challenged. There are things we can do to reach out to students at risk of dropping out. Teachers, administrators, and counselors can become more skilled and empathetic. The curriculum can be enriched by non-academic programs that deal with "real" life problems.

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School staff can be trained to be "mentors" for one or more students. By fostering peer support, a classroom can become an environment of inclusion where all members of the class build positive feelings toward one another and individual differences are valued and respected. Students themselves can play key roles in helping themselves and each other in peer tutoring situations. The curriculum can be designed to actively involve parents as well as children in the learning experience. The school can open its doors and invite the wider community to offer time and skills to enhance the curriculum. And more constructive ways of dealing with disruptive behavior can be adopted.

Open communication and collaboration between the school and community agencies can provide at-risk students with the comprehensive support they need to overcome difficult problems in their paths to becoming contributing members of our society. In some districts the answer to the problem of dropouts has surfaced through the collaborative efforts of school, family, community, and businesses working together to alleviate the myriad of problems these students face. Strengthening the connection between education and jobs and offering alternative teaching strategies has also had positive effects in reducing the number of disaffected youth. Regardless of how extensive/intensive the intervention is, the overriding characteristic of strategies that seem to work is the "personal" quality of the intervention.

Most intervention programs are services provided by the school in addition to its "regular" or standard curriculum, but some districts have created alternative schools, which are usually physically separated from the traditional school. These schools are often characterized by the flexibility and diversity of student options and the use of innovative techniques and activities. Alternative schools stress options such as: self-scheduling, open campus, work experience, open labs, teacher advisory system, dual enrollment, grading options, and independent study. In section M of this resource packet, ALTERNATIVE SCHOOLS/PROGRAMS, four alternative school programs are described. Additional information on alternative schools can be found under SELECTED RESOURCES AND PROGRAM DESCRIPTIONS ON ALTERNATIVES IN SCHOOLING (pp 23-24).

But the majority of this packet describes a number of successful approaches, programs, and interventions that schools, teachers, and community agencies can use as models in tailoring a program for their particular school community. A total of 41 programs have been classified under the following categories:

- Academic Support: Additional help in the areas of basic skills to students who are performing below grade/age expectations.

- Case Management: A holistic approach to meeting a student's needs. Each student's particular needs and circumstances are carefully studied before subscribing any intervention. The case manager,

student, family, and school personnel are all involved in defining the issues, identifying the problem, considering the options, and taking action towards a solution.

- Family Crisis Programs: Multi-service programs designed to help students and their families during periods of stress.

- Alternatives to Suspension: A positive and productive alternative to student behavior problems, which keeps the student in school and offers academic and counseling services.

- Peer Programs: Students helping students. Peer programs have proved to be an effective way of building self-esteem of students considered at risk. These programs build on the shared learning experience that is structured so that both the tutors and those tutored benefit from the experience.

- Programs for Non-English Speaking Students: Programs to address a wide variety of needs pervading the linguistic and/or culturally different population. These services provide support in the areas of health, counseling for families in transition, English as a second language instruction for students and adults in the community, and tutorial help in subject areas. Districts with high concentrations of limited English proficient students often provide alternative or parallel programs such as Bilingual Education or English as a Second Language (ESL) that provide intensive English instructional support until the student makes the transition into a regular classroom. Some programs outside the school deal with social issues such as truancy and delinquent activity.

- Curriculum Enhancers: Programs within the school curriculum to provide students with tools for solving modern problems and enhancing their self-esteem.

- Counseling: Guidance counselors, acting as mediators in helping students work out their problems. Some programs for at-risk youth train teachers and other staff to provide counseling and support to students on a daily basis. Other programs develop peer counselors, with students trained to counsel other students.

- Teacher Training: Training to empower teachers with tools to help at-risk youth. These training programs intend to maximize efforts by training teachers in a variety of ways they can help.

- Health Programs: Support and prevention for students who have been victims of child abuse, whose parents are divorced, or who are close to someone who abuses drugs.

- Alternative Schools/Programs: Broader options that link the student with experiences outside the school.

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- Programmed Tutorial Reading*
- Responsive Early Childhood Education Program*
- New Arrival Center
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- High School in the Community
- Middle School Transition Program Urban Youth Center

*Nationally validated by the U.S. Department of Education's National Diffusion Network (NDN).

A. ACADEMIC SUPPORT

Family Oriented Structured Preschool Activity ("Seton Hall" Program). A program that prepares the parent to be the child's first and most significant teacher.

This program is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany children to the neighborhood elementary school from September to May for a two-hour session. While at school, parents work and play with their children in learning stations set up in basic skills areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on validated assessment of the child's skills.

Contact: Jeanne Chastang Hoodecheck, Program Director; School District #742 Community Education; Parent/Child Programs; 1212 North 29th Avenue; St. Cloud, MN 56303. (612) 253-5828.

Programmed Tutorial Reading (PTR). Individualized, one-to-one tutoring for slow learners or potential reading failures regardless of economic or demographic background, grades 2-4.

This program supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. Children receive a tightly organized 15-minute tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and encoding. Tutors are trained to follow verbatim the content and operational programs contained in the Tutor's Guide. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress, but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise is also an essential part of the instructional technique, while overt attention to errors is minimized.

Contact: Phillip Harris, Director; Programmed Tutorial Reading Research and Development Center; Indiana University; 2805 East 10th Street; Bloomington, IN 47405. Susan G. Ross, Director; Programmed Tutorial Reading; Davis School District; 45 East State Street, Farmington, UT 84025. (801) 451-1117.

The Responsive Early Childhood Education Program (RECEP). A program of language, mathematics, and problem solving for grades K-3.

The goals of this program are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results. Also unique is a Parent-Child Learning Center, developed at the request of the parents, which provides material for use at home in helping children learn basic skills.

Contact: Veda McNair, Director; The Responsive Early Childhood Education Program; Goldsboro City Schools; P. O. Box 1797; Goldsboro, NC 27530-0038. (919) 731-5900.

New Arrival Center. Hartford Public Schools' intensive remediation program for LEP (Limited English Proficient) high school students.

The center is designed for severely academically deficient, limited English proficient (LEP) students of high school age who have been in the U.S. for less than two years. It provides intensive remediation in English as a Second Language, math, and native language literacy so that students may ultimately succeed in grade-level high school classes.

Contact: Roland Axelson; Hartford Board of Education; 249 High Street; Hartford, CT 06103. (203) 722-8615.

Evening School Program. A program for credit-deficient students, grades 9-12.

The evening school program offers students the opportunity to make up credits to increase the possibility of graduating with their class. During each school year approximately 200 students participate in after school classes in the areas of language and social studies, mathematics, and other selected courses. Each student must participate in a pre-agreed amount of hours of instruction following the district approved curriculum.

Contact: Gerald Whitehouse, Director of Federal Programs and Planning; Green Bay Area School District; 200 South Broadway; P. O. Box 1387; Green Bay, WI 54305. (414) 497-3986.

Interact. Long-term teacher guidance for high school students.

Interact is one component of an alternative high school program in California where teachers assume guidance responsibilities for 15 to 20

students during one class period every day. Each student has the same Interact teacher for the entire high school career.

Reviewed in: "What's Happening in ... Horizon High School?" Phi Delta Kappan, 64, 3 (November, 1982), pp. 204-205.

Contact: Horizon High School; Bakersfield, CA.

B. CASE MANAGEMENT

Encuentro. Aspira of New York's Eastern District High School Dropout Prevention Program.

The Encuentro program takes a case management approach to counseling that provides students with a developmental program in personal and academic guidance, career exploration and orientation, and problem resolution. This is achieved through a progressive process that allows a comprehensive, ongoing assessment of students' needs and the development of strategies to address those needs. The program covers four major areas:

- Counseling: Provided to each student both individually and in groups in two areas, personal and career.
- Basic Skills Enhancement: Tutorial services in reading, writing, and math for those students in need of academic support. It also assists students in the bilingual program to improve their English proficiency.
- Crisis Intervention/Family Assistance: Involves parents in the educational process of their children. It also helps students and their families during crisis situations by making referrals to other agencies.
- Leadership Development: Encourages students to plan and hold activities that are of importance to themselves and their community, meet their bilingual/bicultural needs, and instill in them a sense of pride and dignity.

Contact: Maria Luis, Principal; Eastern District High School; 850 Grand Street, Room 178; Brooklyn, NY 11211. (718) 963-3139.

The Dropout Prevention Program. A comprehensive approach to Dropout Prevention adopted by ten high schools in New York City.

In New York City ten schools have been identified as laboratory schools in the Dropout Prevention Program. Each of these schools has contracted with

one or more community-based organizations (CBOs) to provide a team of four or five human service workers within the school. A school's team includes some mix of the following: a social worker, an attendance liaison, a family outreach worker, a substance abuse counselor, an employment counselor, a family health practitioner, and a remediation specialist. Each team has at least one professional, generally a certified social worker, who serves as case manager. Once selected, the team moves into the school building and its members become an active part of the school.

Students in need of services may be referred to the referral committee by anyone on the faculty. Once the student is referred, the case manager carries out assessment and diagnosis to identify the causes of the student's difficulties, then develops a service plan, which generally includes a mix of services, short-term and long-range, in-school and out. Once the plan is implemented and services coordinated, the case manager monitors and evaluates student's needs and delivery of services.

Contact: John Geoghegan, Martin Luther King, Jr. High School; 122 Amsterdam Avenue, Room 387-9; New York, NY 10023. (212) 874-4990. Good Shepherd Services; Community Based Programs; 441 4th Avenue, Brooklyn, NY 11215. (718) 788-0666.

Also using the Case Management approach are **Operation Success** and **Operation Futures** - Federation Employment and Guidance Service; Educational Services; 62 West 14th Street; New York, NY 10011. (212) 741-7123.

C. COLLABORATIVES

New York University Stay in School Partnership Program. A collaborative program operated jointly by NYU and the New York City Board of Education, for high school students.

The objective of the program is to create a partnership between the university and the high school by establishing supportive and helpful relationships between the NYU graduate students and the high school students who have been selected. The program aims at dealing with the "whole" adolescent who may have both academic and counseling needs. The graduate students play many roles -- tutor, mentor, role model, and advocate for the student. Training for the graduate students is conducted through a six-credit graduate course that combines both the theoretical aspects of work with adolescents as well as the practical aspects of planning and operating the program on a daily basis.

Many of the students in the program are recent immigrants, overage, and many years out of school. Some are homeless, pregnant, from single family homes, and in need of ESL training or assistance with reading, writing, and math.

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Contact: Herman Levyne, Coordinator; A Dropout Prevention Program; Bushwick High School; 400 Irving Avenue; Brooklyn, NY 11237. (718) 381-0370 or 381-0377.

American Express/Shearson Lehman Work Access Program. Program offering employment during and after high school.

This program uses employment as motivation to remain in school and to gain knowledge and experience working in corporate areas such as telecommunications, data processing, and operations.

The students attend regular classes in the mornings and report to work in the afternoon. Once on the job, the students maintain the same schedule throughout the year (including summers). American Express has guaranteed permanent positions to those who complete high school. In addition, the company will provide tuition assistance for those students wishing to pursue a college education.

The program has the following components:

- Job readiness component. Reading and listening skills, communication psychology, word skills, writing, resumes, speaking skills, interviews, and job application.
- Pre-employment test and interview.
- On-site follow-up activities.

Contact: Delores Williams Coordinator, School Administrator; Board of Education City of NY; Prospect Heights High School: 883 Classon Avenue; Brooklyn, NY 11225. (718) 636-5800.

Summer Remedial and Enrichment Program. College Prep Program at Lawrence (MA) High School.

This collaborative effort between Lawrence High School and the University of Lowell sends students in grades 9-12 to the university for a seven-week summer program that includes outdoor leadership activities. Students are housed for part of the program in university dormitories to experience what it is like to live on a college campus. The goal of the program is to bolster students' academic skills, motivation, and self-esteem in order to increase their success in high school and to encourage them to think about attending college.

Contact: Eileen Khoury, Guidance Director; Lawrence High School; 233 Haverhill Street, Lawrence, MA 01840. (508) 683-6780.

Boston: Compact Ventures. Dropout prevention program of the Boston Private Industry Council, for 9th graders.

The Boston Private Industry Council operates this dropout prevention program in the ninth grades of Boston English and Dorchester High Schools. Compact Ventures links existing in-school services with city agencies and businesses to offer a comprehensive program that includes remediation, career education, alternative education, counseling support, and job placement for at-risk youth.

Contact: Jacqueline Rasso, Boston Compact Office; Boston Public Schools, 26 Court Street, Boston, MA 02108. (617) 726-6200 X 5398.

Project Net. Connecticut-wide network to end truancy, serving all students.

Project NET is a Connecticut-wide project utilizing five regional education service centers (RESCs) and the Wheeler Clinic to develop a multi-agency, multi-level (state, regional, local) network aimed at improving the capability of local school systems to develop effective strategies for truancy/dropout prevention and intervention. Resource materials and technical assistance for self-assessment, inservice training, grant preparation, and other activities are available at each regional site. Regional and statewide conferences feature model programs and approaches.

Contact: Joan Abeshouse Grossman; Cooperative Educational Services, 11 Allen Road; Norwalk, CT 06851.

D. SCHOOL MEDIATION

Project Smart (Student Mediation Alternative Resolution Team). Crisis intervention/resolution services for students, teachers, and parents.

Student or faculty mediators mediate student-to-student, student-to-teacher, and student-to-parent conflicts. The goals of this program are:

- To teach students new skills in communication and conflict resolution.
- To decrease tension and violence among students.
- To empower students to assume responsibility for resolving conflicts without adult intervention.
- To provide school administrators with a new mechanism for addressing student conflict.

- To build a stronger sense of community and cooperation between students, parents, and faculty.

The goals are achieved through classroom seminars, by training students, parents, and faculty in the skills and techniques of dispute resolution, and by the remediations of intra-student, intra-family, and student-teacher conflicts.

Contact: B. Emanuel, Coordinator; Prospect Heights High School; 883 Classon Avenue; Brooklyn, NY 11225. (718) 636-5800.

School Mediation Associates. Consultation with schools on all aspects of implementing mediation programs, including, locating funds, designing programs, developing staff and student support and evaluating the program.

Contact: Richard Cohen; School Mediation Associates; 702 Green Street #8; Cambridge, MA 02139. (617) 876-6074.

E. ALTERNATIVES TO SUSPENSION

Time Out Program for Students (TOPS). For middle and high school students being considered for suspension.

This project provides an in-school alternative to student suspension. Students are able to keep up with their school work while acquiring attitudes, values, and skills that will result in productive social behavior. The project attempts to decrease the dropout rate, because students avoid the unexcused absence and academic deficits associated with out-of-school suspension.

Contact: Steven L. Dent, Principal; Henry County Middle School; P. O. Box 269; New Castle, KY 40050. (502) 845-2348.

Positive Alternative to Student Suspensions (PASS). Intervention strategies to prevent or minimize nonproductive social behavior in secondary students.

Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education, and personal development program for students and teachers; time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments; individual and group counseling for students experiencing serious interpersonal confrontations; and counseling for parents. "Staff Development for a Positive School" and "Communication

Activities for the Regular Classroom" help students and teachers get to know and appreciate each other. "Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

Contact: John C. Kackley, Supervisor/Consultant; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue, North; St. Petersburg, FL 33705. (813) 823-6696 x 45.

Saturday School. Extended schooling for middle school and high school students.

The program focuses on students who require disciplinary actions. Instead of regular suspension from school, students are placed in Saturday School a maximum of three times for the same offense code during the school year. The Saturday sessions run from 8:00 to 12:00 and are staffed with an academic teacher and a counselor. The program provides the opportunity for students to remain in school during the week while taking time on Saturdays for remediation and counseling.

Contact: Descriptive materials on Saturday School Regulations, Saturday School Log Sheets, and Pilot Saturday School Program are available from James C. Furgason, Assistant Superintendent, Division of Middle and High Schools; Columbus Public Schools; 270 East State Street; Columbus, OH 43215.

F. PEER PROGRAMS

Valued Youth Partnership (VYP). Training for at-risk youth through tutoring younger students.

The VYP program identifies at-risk students and trains them as peer tutors to elementary school students. The program includes classes for student tutors, tutoring sessions at least eight hours a week, field trips to expose the students to career opportunities in the community, role modeling, and parental involvement. Students receive a minimum wage stipend and are expected to adhere to the same work ethics as teachers. Participants are encouraged to learn themselves so that they can teach others. Absenteeism has decreased and all VYP tutors have maintained a 70 average or better in all grading periods.

Contact: Center for the Prevention and Recovery of Dropouts; IDRA; 5835 Callaghan Road; Suite 350; San Antonio, TX 78228. (512) 684-8180.

Peer Advocacy Program. A program for all grades.

The Peer Advocacy Program helps advocates become effective listeners, co-counselors, and peer tutors by building their helping and information-referral skills. It is an effective intervention for students with low self-esteem or in need of peer-group support.

Contact: Salvatore Bruzzese; 322 Main Street; Old Saybrook, CT 06475.

G. FAMILY CRISIS

Lulac Educational Service Center for Hispanic Families. Support for economically and educationally disadvantaged Hispanic secondary students and their families.

The goal of this program is to reduce the dropout rate and increase the educational attainment level of Hispanic middle and high school students. The center implements four educational support and dropout prevention programs: 1) educational support and youth development; 2) family advocacy and employability; 3) parent organizing and parent involvement; and 4) educational talent search. Students and families who participate must be economically and educationally disadvantaged.

Contact: Fernando Betancourt, Director; 152 Temple Street, 4th floor #418; New Haven, CT 06510. (203) 776-6254.

Open House - Strengthening the Family. Assistance with a variety of family problems.

This two-pronged program provides temporary foster homes to youngsters who have run away from home and counseling to families in crisis. The main objective is to help families with social, emotional, or environmental problems that hinder their nurturing function by providing emergency shelter, psychological help, and a supportive atmosphere conducive to the rebuilding of family ties.

The program benefits from the diversity of services offered at Centro Sister Isolina Ferrer where it is located. This facilitates referrals to other services through a "personalized" intervention tailored to the particular needs of the receivers.

Contact: Centro Sister Isolina Ferrer; Apartado 213 Playa Station; Ponce, PR 00734-3213. (809) 843-1910.

H. NON-ENGLISH SPEAKING STUDENTS

Community Interventions for At-Risk Hispanics. Preventive involvement with 5th and 6th graders.

This program is directed to Hispanic 5th and 6th grade students. It has been designed with two major premises in mind: the need to involve the various elements in the community that impact on the problems of truancy -- namely the schools, the courts, the parents, and community agencies -- and the need to deal with truancy at an early age. Bilingual/Bicultural staff as well as aggressive consistent outreach to the home are essential to the program's effectiveness.

Contact: Lillian Morales Fletcher; Mission Metodista, Inc.; 130 Broad Street; New London, CT 06320. (203) 447-8383.

Hartford Street Youth Project (HSYP). Program to reduce gang membership among Hispanic youth.

HSYP aims to reduce the potential for destructive gang or delinquent activity among Puerto Rican/Hispanic youth through strengthening positive values, presenting constructive alternatives, and facilitating support services for youth and their families. Objectives include:

- Preventing the recruitment of youth into gangs through education, intervention, and alternative activities;
- Facilitating the delivery of social services to 200 youths to avoid delinquency and prepare for a positive future;
- Organizing structured group activities to provide recreation and a forum for group information;
- Providing parents with educational information; and
- Strengthening the awareness of Puerto Rican and other Hispanic cultures to enhance a positive sense of self-esteem.

Contact: Jose Maldonado; San Juan Center, Inc.; 1293 Main Street; Hartford, CT 06103. (203) 522-2205.

Manhattan Valley Youth Program Leadership Training and Development. Leadership training and productive involvement in society.

The focus of these programs is to provide young people with the information, interpersonal skills, and awareness of issues related to survival in this society. Through the development of a strong intellectual

and spiritual sense as well as cultural awareness, the program is able to turn out strong, focused individuals who are able to lead themselves, then others.

Components of the program are:

- Paul Robeson Internship Program: Focuses on issues and discussion of those issues that impact young people. An annual ceremony recognizing the students' academic achievements, community service participation, and successful completion of leadership training is held.

- Breaking: An effort to help students "break" habits and behaviors that are detrimental to positive growth.

- Youth Organizing Committee: Participants organize workshops on AIDS awareness, human sexuality, college plans, cultural awareness, and other issues. They have also been involved in lobbying for funds earmarked for youth programs.

Contact: Abdel Salaam; 1047 Amsterdam Avenue; New York, NY 10025. (212) 222-2110.

I. CURRICULUM ENHANCERS

Me-Me Drug Preventive Education Program. A multi-disciplinary prevention program that works to prevent drug abuse by helping improve elementary students' self-concept and teaching them to say NO to drugs.

The ME-ME Program was developed to improve those conditions that are found to be present in most young people who have abused drugs and alcohol. Since most young people who abuse drugs have poor self-concepts and lack the skills necessary to make good decisions, the ME-ME Program is based on the premise that if these conditions can be improved early in a child's life, the child will be less likely to turn to drugs later on. Drug information is presented to children in grades 1-6 according to their grade and knowledge level about drugs. Children in the lower elementary grades learn about MR YUK and about who is qualified to give them medicines. In the upper elementary level grades, children learn about prescription and over-the-counter medicines as well as alcohol, caffeine, and nicotine.

Contact: Artie Kearney, Ph.D., Executive Director; ME-ME, Inc.; 426 West College Avenue; Appleton, WI 54911. (414) 735-0114.

Cultural Journalism. A Foxfire adaptation for grades 9-12.

Adapted from the successful Foxfire Learning Concept, curriculum integrates social studies, language arts, journalism, and vocational studies as

students produce and market a magazine. Using a hands-on approach and drawing upon the local community as a classroom, students have opportunity to take an active role in their education and their lives, learning skills of interviewing, story writing, photography, and graphic design. A major goal of the program is the building of self-concept through the creation and exhibition of their magazine. Cultural Journalism is an exciting and cost effective way to work with students. It has proven to be successful in various settings and is particularly effective with at-risk students.

Contact: Jim Czaja, Director; Northwest Star, Inc.; 121 Bartholomew Hill; Goshen, CT 06756. (203) 491-2524.

Feeling Good School Program. A wellness program for all grade levels.

A program in the Jefferson County Public Schools of Louisville, Kentucky, that promotes "wellness" in schools. The theme was adopted from a local Hospital Feeling Good Wellness Center. A "Feeling Good School" creates the conditions that enable the student to learn about, practice, and lead a life of high performance. The program is an organized approach to gaining essential attitudes, knowledge, and skills to manage school health better.

Contact: Nanette Franck, Health and Physical Education Specialist; Jefferson County Public Schools; P. O. Box 34020; Louisville, KY 40232.

J. TEACHER TRAINING

Learncycle: Responsive Teaching. An intense teacher-training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students in grades K-9.

The program provides training for teachers of special education or mainstreamed students. The basic course presents a simple problem-solving method to define, analyze, and solve common student problems such as incomplete assignments, distractibility, disruption, isolation, and poor self-image. Participants learn how to assess the key "change factors" for each problem. Through lecture, demonstration, practice, and team task groups, they acquire a wide array of simple, teacher tested ways to adapt curriculum, consequences, or their own behavior. Each teacher then puts together a short five-step plan to use back in the classroom.

Contact: Keith Wright, Highline Public Schools; Washington State Facilitator; 15675 Ambaum Boulevard, Southwest; Seattle, WA 98166. (206) 433-2453.

Focus Dissemination Project. A successful secondary program for training teachers to deal with disaffected youth.

The Focus Dissemination Project provides an alternative education plan for students who have been identified as disaffected, i.e., showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. The Focus Project seeks to reduce student disaffection with school learning, to improve each student's ability to relate effectively to peers and adults, and to give each student a reason to be optimistic about the future.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them.

The program is highly structured, offering courses in English, social studies, and math. Instruction is based on ability and need. Students take science, physical education, health, and elective courses in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together on a daily basis throughout the year. Family attempts to help the student develop feelings or caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

Contact: Donald May; Focus Dissemination Project; Human Resource Associates, Inc.; Suite #321, 161; North Concord Exchange, South Saint Paul, MN 55075. (800) 345-5285.

California Migrant Teacher Assistant Corps: California Mini-Corps. A program designed to supply cross-cultural tutorial services to school districts and to train a pool of bilingual, cross-cultural teachers, drawn from high school graduates and college students who are former migrants.

The California Mini-Corps is an education management system that recruits the offspring of migratory farmworkers, helps them to enroll in college, trains them to provide direct instruction services to active migrant pupils, and ultimately increases the pool of professional educators who are specially trained, experienced, and committed to working with migrant children. Begun in 1967 with 14 Mini-Corps students working as teacher assistants in two school districts, the program now fields about 330 Mini-Corps students per year in summer and school-year placements in 84 school districts in California.

Candidates for the program are recruited from the ranks of graduating high school seniors and college students who are former migrants.

Training sessions for the Mini-Corps are held in summer immediately following the end of the spring semester or quarter. At these institutes, Mini-Corps teacher assistants are trained in tutorial skills in the areas of cultural awareness, math, English as a second language, reading, classroom management, physical education, swimming, and language arts.

The program maintains permanent records on all of its students, including personal profiles, past performance ratings, inventories of skills, language proficiency scores (English and Spanish), college courses and grades, and work experience. Thus, it is possible to match the background of the student with the needs of the school district to which he or she is assigned. All Mini-Corps students are placed under the direct supervision of a "master teacher" who is provided with a complete student profile and manual describing appropriate use of the student in the classroom.

The Mini-Corps has developed a coordinated set of administrative handbooks, recruitment aids, curriculum guides, student training materials, and evaluation instruments.

Consortia of universities or colleges offering teacher training in bilingual education with elementary and secondary emphasis; a state, county, or regional education agency willing to manage the program; and a district to supervise the teachers in group activities with migrant or other bilingual children are eligible to adopt the program. The consortium must provide technical assistance and preservice under the auspices of Mini-Corps, recruit and train teacher assistants and supervisors, and assign teacher assistants to migrant and/or bilingual children.

Contact: Herbert C. White, Director of California Mini-Corps; 1859 Bird St.; Oroville, CA 95965.

K. HEALTH PROGRAMS

Helping Kids Survive. Assistance program for elementary students with a family substance abuse problem.

This elementary student assistance program includes support groups within the school setting for children experiencing problems because of a family member's abuse of chemicals. The program also involves an identification/referral process, assessing children's fear levels, and teaching survival skills in a group setting. Data based on the Elementary Pre/Post Survival Scale, resource material for student support groups, and data collection instruments are used.

Contact: Joan Moen, AODA Coordinator; LaCrosse School District; Hogan Administration Center; 807 East Avenue South; LaCrosse, WI 54601. (608) 784-8960.

Student Assistance Program. Assistance for middle school students experiencing a variety of problems.

The Student Assistance Program attempts to identify and refer students who may be experiencing problems with alcohol or drugs, depression, family relationships, or other personal or academic problems.

Teachers are expected to refer students with school problems by completing a checklist relating to grades, attendance, behavior, and appearance. The referral card goes to student services personnel (guidance counselor, social work, psychologist); the student is screened; and an appropriate in-school or community referral is made.

In-school options include individual counseling, tutoring, exceptional education assessment, and support groups focusing on alcohol and other drug problems, divorce, and depression. Out-of-school referrals might include a teen health service, a council on alcoholism, county protective services, and a family and children's center. Parents can refer a child by contacting the child's guidance counselor or principal. Students are encouraged to make self-referrals. All referrals are confidential.

Contact: Joan Moen, AODA Coordinator, La Crosse School District, Hogan Administration Center; 807 East Avenue South, La Crosse, WI 54601. (608) 784-8960.

You Can Tell. A child sexual abuse prevention program for K-3.

This child sexual abuse prevention program consists of four half-hour presentations made by a team of two school social workers. Personal safety is emphasized.

Contact: Christopher Wagner, Executive Director of Child Study/Special Education; Green Bay Area School District; 200 South Broadway; P. O. Box 1387; Green Bay, WI 54305. (414) 497-4080.

Children As Problem/Project Solvers. Protection techniques for children at risk of abusive situations.

Students in primary grades are taught self-protection through a protective behaviors curriculum.

Contact: Mary Slough; Pulaski Community School District; 143 West Green Bay Street; Pulaski, WI 54162. (414) 822-3191.

L. ALTERNATIVE SCHOOL PROGRAMS

City As School. Alternative high school in any size community.

An alternative high school whose primary curriculum objective is to link students with learning experiences of a business, civic, cultural, political, or social nature throughout any size community. The underlying concept is that the world of experience can be joined with the world of learning, making schools more relevant for those students who find the traditional school setting threatening or unrelated to their present or future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons for their education.

Students move from learning experience to learning experience and receive academic credit for each learning experience successfully completed. Teachers are either resource coordinators or teacher advisors. Each teacher advisor holds weekly orientations, seminars, and class meetings and is responsible for individual meetings with student and/or parents and writing college evaluations. Resource coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students' progress, responding to students' problems, and registering students. Visits to sites are required.

City As School is a nationally validated program of the U.S. Department of Education's National Diffusion Network (NDN). Districts or schools wishing to adopt the program will need to set up an alternative academic program to service those students described as high risk or dropout prone. Staffing requirements are a teacher and a secretarial assistant. Ideally a separate phone should be available for the project. Some provision for transporting the students to the sites is needed, as are school support services.

Contact: Marie Reilly; City as School; 16 Clarkson Street; New York, NY 10014. (212) 645-6121 or (212) 691-7801.

COFFEE: Cooperative Federation for Educational Experiences. A comprehensive dropout prevention/reclamation program for adolescents with histories of academic failure, truancy, poor self-concept, family problems, and social misconduct.

Project COFFEE is a regional, instructional, occupational training, and counseling program for at-risk youth from seventeen school districts. This student population is characterized by: histories of academic failure, truancy, poor self-concept, family problems, and social misconduct. The program has four components:

- Academic: provides relevant basic skills instruction based on an individualized education plan.

- Occupational: provides hands-on educational experience in an adult-like work environment preparing character building, occupational, and emotional support utilizing existing state, regional, and local service organizations. This includes training programs in: computer maintenance and repair, word processing, building and grounds maintenance, horticulture/agriculture, and distributive education.

- Pre-employment education: designed to enhance the employability of at-risk students through classroom instruction and student internships.

- Physical education: offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation.

Students have demonstrated significant gains in language, reading, and math achievement tests after participation in Project COFFEE. Dropouts/ potential dropouts remain in school and show a decrease in absenteeism. Participants also show a higher employability rate against national statistics, as well as a higher employment rate.

Support of educators, parents, community, school board, local special service agencies, and related business/industry is essential to this project. The project may be adopted by a single school district or by a federation of school districts. The program functions extremely well as a "school within a school"; therefore, no additional building site is required.

Contact: French River Education Center; P. O. Box 476; North Oxford, MA 01537. (508) 987-1626, 1627; or Michael Hackenson, Executive Director; Oxford High School Annex; Main Street; Oxford, MA 01540. (508) 987-2591, 2463.

<u>High School in the Community (HSC)</u>. An alternative secondary school of choice within the public school system.

High School in the Community is designed to provide students and their parents with a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitudes toward learning and to give them a sense of shared responsibility in the process of their education. Students plan their own schedules with staff advisors. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching

approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low student competition, has emerged. HSC has consistently compared favorably with other high schools in both cognitive and affective areas.

The greatest gains have been made in students' reading skills and attitudes toward school.

Contact: Robert Canelli; High School in the Community; 45 Nash Street; New Haven, CT 06511. (203) 787-8635.

Middle School Transition Program Urban Youth Center. An alternative educational program for junior and senior high school students who have been unsuccessful in regular day school.

Students in the Middle School Transition Program Urban Youth Center may be emotionally and/or physically disturbed. In a modified setting, students are instructed in all major subjects and are offered electives of industrial arts (a combination of drafting and metal shop), general business, and typing. Career education is a part of all classroom instruction. Tutorial services are on a daily basis for all students. Maximum student/teacher ratio is 12:1. To be selected,

- individuals are referred by counselors to the assistant principal of pupil personnel services;
- a packet of information is submitted for approval to the school principal and forwarded to the screening committee for their approval; and
- a meeting of students, parents, counselor, and program representatives takes place. Student and parent must sign a contract of agreement that commits them to the program and explains responsibilities.

Contact: Michael Burgess, Director of Urban Youth Center; 240 Cedar Street; New Haven, CT 06519. (203) 777-5935.

SELECTED RESOURCES AND PROGRAM DESCRIPTIONS ON ALTERNATIVES IN SCHOOLING

NSRN School Discipline Handbook (Washington, DC: National School Resource Network, 1981)

Provides descriptions of programs for "alternatives to suspension" and "peer counseling" as well as comprehensive program approaches. Leans toward labeling students, e.g., "disruptive;" however, it provides ideas and counseling models.

Dropping Out: Community Based Alternatives (New Brunswick, NJ: The Public Education Institute, Rutgers School of Education, 1986)

A comprehensive program for community groups interested in a collaborative approach to resolving dropout issues. Includes video and descriptions of programs and resources.

Everybody's Business: A Book about School Discipline (Columbia, SC: Southeastern Public Education Program, 1980)

An excellent book that looks at discipline as an organizational and climate issue. Includes program descriptions, schoolwide approaches, and surveys/inventories for designing non-traditional approaches.

Equity and Choice (Boston: Institute for Responsive Education)

The entire Fall 1986 issue is devoted to the dropout problem and what schools can do about it. Includes articles on research, solutions, and lessons from alternative schools. Other issues deal with schools of choice, equity issues.

Towards School Improvement: Lesson from Alternative High Schools, Eileen M. Foley and Susan B. McGnougly (New York, NY: Public Education Institute, 1987)

Excellent source for any student dropout. Describes successful experiences of alternative schools. Gives profiles, demographics, and recommendations drawn upon research of New York City Alternative High Schools.

The Current Status of Schools of Choice in Public Education, Maryann Raywid (Hempstead, NY: Project on Alternatives in Education, Hofstra University, 1982)

Results of a survey of 1200 alternative programs. It details success, results, evaluation, and provides clear practical solutions.

Family Choice Arrangements in Public Schools: A Review of the Literature, Mary Ann Raywid, in Review of Educational Research: Winter, 1985, Vol. 55 #4, 435-67.

Reviews the history of choice opportunities. Describes the development of alternative and optional programs and then examines several models that have relevance to "at-risk youth." Also provides an excellent bibliography.

Choosing Equality: The Case for Democratic Schooling, Anne Bastin, Norm Fruchter, Marleen Gitell, Colleen Greer, and Kenneth Haskins (San Francisco: Public Media Center, 1985)

A "must" book for understanding the harmful results of current national reforms on high risk students. Recommends community wide collaboration in developing policy.

Education through Partnership, David Seeley, Washington, DC: the American Enterprise Institute for Public Research, 1985)

A concise description of how partnership and collaboration can work in public education and a clear critique of the failure of the "service delivery" model of most schools.

Support Services for At-Risk Youth is one in a series of packets designed to assist schools and communities in increasing the chances of success for all students. Each packet introduces a specific aspect of the problem of students who fail to reach their full potential and provides descriptions of programs that have been shown to work in addressing that issue. Contact information is provided for every program listed, and a bibliography points the way to further reading and research.

Other titles in the series include:

- ***Good Beginnings for Young Children: Early Identification of High-Risk Youth and Programs That Promote Success*** (No. 9504-99)
- ***Home and School as Partners: Helping Parents Help Their Children*** (No. 9505-99)
- ***Pregnant and Parenting Teens: Keeping Them In School*** (No. 9506-99)

No. 9507-09